



## Richland 2 School District

6831 Brookfield Road  
Columbia, South Carolina

**Grades** PK-12 District  
**Enrollment** 24,944 Students  
**Superintendent** Dr. Katie Brochu 803-787-1910  
**Board Chair** Bill Flemming, Jr., D.M.D. 803-261-1992

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Good*</b>
2009	Average	At-Risk
2008	Average	Average
2007	Average	Good
2006	Average	Below Average

\* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

94.2%

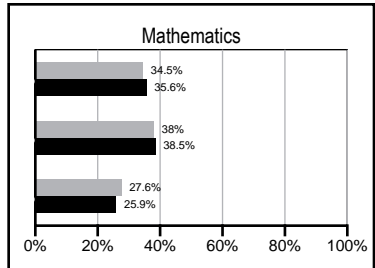
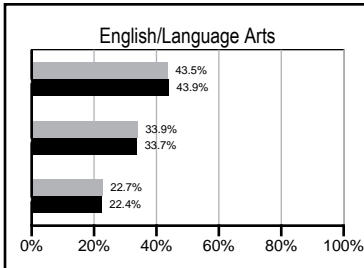
ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	2	1	0	0

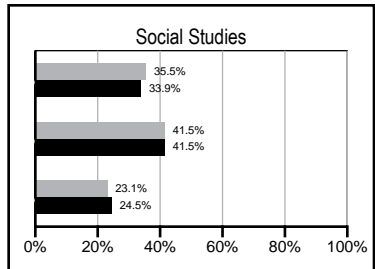
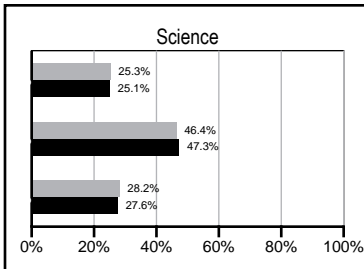
\* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)

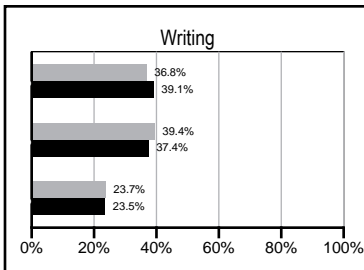
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our district

Districts with Students Like Ours

\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	87.4%	80.0%	80.5%	87.1%	81.9%	83.4%
Passed one subtest	7.3%	10.6%	11.1%	6.9%	9.8%	9.3%
Passed no subtests	5.3%	9.5%	8.5%	6.0%	8.3%	7.2%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	90.3%	87.5%
English 1	79.8%	80.9%
Physical Science	67.2%	67.8%
US History and the Constitution	54.6%	53.3%
All Subjects	73.5%	73.3%

Abbreviations for Missing Data

## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=24,944)</b>				
First graders who attended full-day kindergarten	98.4%	Up from 96.9%	98.1%	99.5%
Retention rate	1.8%	Down from 2.5%	1.5%	2.3%
Attendance rate	97.0%	Down from 97.3%	96.0%	95.8%
Eligible for gifted and talented	15.5%	Up from 14.4%	18.3%	14.3%
With disabilities other than speech	8.5%	Up from 8.2%	8.7%	10.5%
Older than usual for grade	2.8%	Up from 2.7%	2.8%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Down from 2.1%	1.0%	0.7%
Enrolled in AP/IB programs	19.8%	Up from 19.7%	23.0%	12.1%
Successful on AP/IB exams	71.7%	Down from 72.3%	55.0%	50.0%
Eligible for LIFE Scholarship	33.6%	Up from 31.2%	34.9%	31.4%
Enrolled in adult education GED or diploma programs	96	Down from 265	196	47
Completions in adult education GED or diploma programs	37	Down from 53	157	29
Annual dropout rate	2.8%	Down from 2.9%	3.2%	3.1%
<b>Teachers (n=1761)</b>				
Teachers with advanced degrees	70.5%	Up from 68.5%	59.2%	58.8%
Continuing contract teachers	71.3%	Up from 66.5%	82.2%	81.5%
Teachers with emergency or provisional certificates	3.2%	Down from 4.5%	2.9%	4.0%
Teachers returning from previous year	89.4%	Up from 87.5%	90.1%	89.3%
Teacher attendance rate	95.3%	Up from 94.6%	95.3%	95.3%
Average teacher salary*	\$50,531	Up 2.3%	\$47,038	\$46,618
Vacancies for more than nine weeks	0.1%	No Change	0.1%	0.2%
Professional development days/teacher	13.3 days	Up from 12.7 days	11.3 days	12.6 days
<b>District</b>				
Superintendent's years at district	16.0	Up from 12.0	8.5	3.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.7 to 1	22.9 to 1	20.9 to 1
Prime instructional time	91.4%	Up from 90.8%	91.2%	89.9%
Dollars spent per pupil**	\$9,834	Up 3.6%	\$8,032	\$9,364
Percent of expenditures for teacher salaries**	56.6%	Up from 55.3%	56.7%	53.3%
Percent of expenditures for instruction**	58.5%	Up from 57.5%	59.5%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	26	No Change	23	9
Number of magnet schools	8	No Change	4	0
Portable classrooms	5.8%	Up from 5.7%	4.7%	2.4%
Average age in years of school facilities	14 Years	No Change	18 Years	27 Years
Number of schools with SACS accreditation	26.0	No Change	23.0	8.0
Parents attending conferences	97.3%	Up from 93.8%	99.0%	97.1%
Average administrator salary	\$89,337	No Change	\$82,380	\$79,261

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	1462	92.0%	8025	73.5%	1954	73.7%	N/A
<b>Gender</b>							
Male	696	90.2%	3983	72.6%	960	67.1%	N/A
Female	766	93.6%	4042	74.3%	994	80.1%	N/A
<b>Racial/Ethnic Group</b>							
White	515	96.5%	2421	87.6%	631	80.5%	N/A
African American	829	88.8%	4861	66.3%	1147	70.7%	N/A
Asian/Pacific Islander	38	100.0%	247	87.9%	53	84.9%	N/A
Hispanic	66	90.9%	428	67.3%	101	62.4%	N/A
American Indian/Alaskan	N/A	N/A	14	71.4%	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	93	62.4%	592	40.7%	125	55.2%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	34	88.2%	383	72.3%	53	75.5%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	395	85.3%	2638	62.9%	563	63.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	92.0%	92.4%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	1871	1954	2291	2430
Number of Graduates in Cohort	1347	1440	1709	1787
Rate	72.0%	73.7%	74.6%	76.2%

\*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	497	490	508	498	477	469	1482	1457		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	19.6	19.1	20.6	20.2	20.4	20.3	20.4	20.3	20.4	20.1
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

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**School District Governance**

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	35.0 per board member
Percent New Trustees Completing Orientation	100.0%

**District Superintendent's Report**

The 2009-2010 school year was a time of tremendous growth and achievement for Richland School District Two. Across the country, issues of sustainable education continue to rise to the forefront of concerns. However, even with national and state concerns about the overall economy and slumps in the housing markets, the northeast section of Richland County remains an enviable place to raise a family. Likewise, Richland Two remains a leader in academics, arts and athletics.

As with previous years, Richland Two's SAT scores are among the highest in the state, and with two students achieving perfect cumulative scores, three achieving perfect scores in critical reading, and two students achieving perfect scores in Math, it should be no surprise we exceed SAT score averages. In 2010 our students were named National Merit Scholars, National Achievement Scholars, winners of the National High School Model United Nations Award of Distinction, first place finalists on the National Spanish Exam, first place finalists at the 2010 National Air Force Eastern Drill Championship and more. Additionally, our students presented at national conferences, raised \$22,500 for a local charity, and received more than \$67.2 million in scholarships.

This year, eleven schools were recognized with Palmetto Gold or Silvers awards for reaching high levels of performance or high rates of improvement. Lake Carolina was named a 2010 National School of Character, and Forest Lake Elementary was named Magnet Schools of America Magnet School of Distinction. Locally, Killian Elementary was named a Palmetto's Finest School, and six schools were named Red Carpet Award winners. In total, two principals were named principals of the year by the S.C. Association of School Administrators, with the organization also naming retiring Superintendent Dr. Stephen Hefner as the Harley Lifetime Achievement Award recipient. As a district, we added 54 new National Board Certified Teachers, received \$3,147,420 in competitive grants, immunized more than 24,000 students from the H1N1 virus, completed construction of Langford Elementary School, and maintained a AA credit rating with Standard and Poor's, Moody's, and Fitch ratings services.

As the largest district in the Midlands, Richland Two has continued to set the standard for quality teaching and learning.

No Child Left Behind

District Adequate Yearly Progress

No

This district met 31 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

7

Title I Schools' School Improvement Status

The Richland 2 School District consists of 26 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	11388	99.7	23.1	33.7	43.3	85.9	83.5	Yes	Yes
<b>Gender</b>									
Male	5798	99.6	27.3	33.4	39.3	82.7	80.1	N/A	N/A
Female	5590	99.8	18.7	33.9	47.4	89.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	3367	99.7	10.2	24.6	65.2	94	89.6	Yes	Yes
African American	6974	99.7	29.6	38.5	31.9	81.9	74.6	Yes	Yes
Asian/Pacific Islander	344	99.7	8.8	23.6	67.7	94	92.7	Yes	Yes
Hispanic	584	99.7	29.9	35.7	34.4	80.3	79.6	Yes	Yes
American Indian/Alaskan	15	100	N/AV	N/AV	N/AV	N/AV	85.1	I/S	I/S
<b>Disability Status</b>									
Disabled	1271	98.4	63.1	22.7	14.2	52.7	51.7	No	Yes
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	588	99.5	25.3	32.5	42.2	83.4	79	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	5274	99.7	34.4	38.2	27.4	78.5	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	11387	99.9	27.7	38.2	34.1	82.4	80.4	Yes	Yes
<b>Gender</b>									
Male	5797	99.8	30.3	35.5	34.1	80	78.4	N/A	N/A
Female	5590	99.9	25.1	40.9	34.1	84.9	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	3367	99.8	12.2	30	57.9	93.2	87.8	Yes	Yes
African American	6973	99.9	36	43	21	76.8	69.3	Yes	Yes
Asian/Pacific Islander	344	100	8.5	20.2	71.3	95.8	93.5	Yes	Yes
Hispanic	584	100	33.3	39.1	27.5	77.2	78.3	Yes	Yes
American Indian/Alaskan	15	100	7.7	30.8	61.5	92.3	83.2	I/S	I/S
<b>Disability Status</b>									
Disabled	1271	99.5	66.3	23.6	10.1	47.8	46.1	No	Yes
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	588	100	27.4	33.4	39.2	83.2	78.9	Yes	Yes
<b>Socio-Economic Status</b>									
Subsidized meals	5273	99.8	40.3	41.5	18.2	73.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	7642	99.3	27.9	46.9	25.2	72.1	67.3
<b>Gender</b>							
Male	3893	99.1	29.1	44.4	26.6	70.9	66.9
Female	3749	99.4	26.7	49.4	23.8	73.3	67.7
<b>Racial/Ethnic Group</b>							
White	2233	99.4	10.4	42.5	47.2	89.6	79.6
African American	4683	99.1	36.9	49.4	13.7	63.1	49.7
Asian/Pacific Islander	238	100	11.8	40.6	47.6	88.2	84.4
Hispanic	396	99.5	34.4	46.1	19.5	65.6	59.4
American Indian/Alaskan	11	100	11.1	33.3	55.6	88.9	69.5
<b>Disability Status</b>							
Disabled	868	97.8	65	26.4	8.5	35	33.8
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
<b>Limited English Proficient</b>							
Limited English	400	100	29.5	40.1	30.4	70.5	58.6
<b>Socio-Economic Status</b>							
Subsidized meals	3574	99	41.4	46.5	12.1	58.6	55.4

**Social Studies**

All Students	7608	99.4	22.9	41.8	35.4	77.1	70.9
<b>Gender</b>							
Male	3885	99.3	24.7	37.7	37.5	75.3	70.1
Female	3723	99.5	20.9	45.9	33.2	79.1	71.7
<b>Racial/Ethnic Group</b>							
White	2272	99.6	11.4	33.7	54.8	88.6	79.2
African American	4644	99.3	28.9	46.3	24.8	71.1	58.4
Asian/Pacific Islander	230	99.1	9	31.2	59.7	91	86.8
Hispanic	391	99.5	28.5	43.4	28.2	71.5	68
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	822	97.5	55.1	33.4	11.5	44.9	39.3
<b>Migrant Status</b>							
Migrant	1	I/S	I/S	I/S	I/S	I/S	55
<b>Limited English Proficient</b>							
Limited English	399	99.8	21.9	36.9	41.3	78.1	68
<b>Socio-Economic Status</b>							
Subsidized meals	3516	99.3	33.8	46.6	19.7	66.2	60.8

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
<b>Writing</b>									
All Students	11469	98.6	23.3	39.7	37	76.7	72.1	97	96.3
<b>Gender</b>									
Male	5833	98.2	29.8	40.2	30	70.2	65.2	96.9	96.2
Female	5636	99	16.6	39.2	44.1	83.4	79.2	97.1	96.4
<b>Racial/Ethnic Group</b>									
White	3366	98.8	12.1	31.9	56	87.9	80.8	97.1	96.1
African American	7036	98.5	28.7	44.3	27	71.3	59.7	96.9	96.4
Asian/Pacific Islander	342	99.4	10.2	23.8	66	89.8	87	97.9	97.5
Hispanic	596	98.8	33.6	39.5	26.8	66.4	64.6	96.3	96.6
American Indian/Alaskan	15	100	0	30.8	69.2	100	73.4	96.5	95
<b>Disability Status</b>									
Disabled	1254	91.5	68	24.2	7.8	32	27.7	96.1	95.4
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	63.5	96.4	96
<b>Limited English Proficient</b>									
Limited English	595	98.7	28.3	34.3	37.3	71.7	63.7	97.2	97
<b>Socio-Economic Status</b>									
Subsidized meals	5143	98.4	34.2	43.3	22.5	65.8	61.9	96.3	95.8

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	1861	99.7	20	29.6	50.4	80
	4	1849	99.8	21.3	38.2	40.6	78.7
	5	1843	99.8	16	43.2	40.7	84
	6	1952	99.5	24	37.8	38.1	76
	7	1911	100	25.9	39.7	34.4	74.1
	8	1862	99.7	26.1	38.9	34.9	73.9
2010	3	1882	99.4	14.8	24.4	60.8	85.2
	4	1898	99.4	20.1	35.8	44.1	79.9
	5	1879	100	18.9	40.9	40.2	81.1
	6	1904	100	25.8	37.2	36.9	74.2
	7	1986	99.7	25.9	34.3	39.7	74.1
	8	1828	99.8	32.5	29.1	38.4	67.5
Mathematics							
2009	3	1861	99.7	31.3	32.1	36.5	68.7
	4	1849	99.7	18.4	42.5	39.1	81.6
	5	1843	99.8	23.3	45.4	31.4	76.7
	6	1952	99.5	30.8	39.4	29.7	69.2
	7	1911	100	25.8	43.7	30.4	74.2
	8	1862	99.6	33	36.2	30.9	67
2010	3	1882	99.9	27.5	31.3	41.2	72.5
	4	1898	100	20.3	41.1	38.6	79.7
	5	1879	100	24	39.6	36.4	76
	6	1903	100	29.5	40.4	30.2	70.5
	7	1986	99.7	32.3	39.2	28.5	67.7
	8	1828	99.7	32.7	37.1	30.1	67.3
Science							
2009	3	944	99.7	31.5	43	25.5	68.5
	4	1846	99.8	25.5	51.8	22.7	74.5
	5	916	99.8	26.5	55	18.4	73.5
	6	971	99.4	30.7	54.3	14.9	69.3
	7	1910	100	21.9	49.7	28.4	78.1
	8	932	98.6	29.5	43.2	27.2	70.5
2010	3	945	99.6	38.7	35.4	26	61.3
	4	1896	99.9	26.2	54.5	19.3	73.8
	5	945	98.8	28.2	47.3	24.5	71.8
	6	951	98.3	35.4	51	13.6	64.6
	7	1978	99.9	20.8	49.2	30	79.2
	8	920	97.8	28	33.5	38.5	72

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	915	99.7	19.6	40.7	39.7	80.4
	4	1846	99.8	15.2	51.5	33.3	84.8
	5	922	99.7	24.4	41.6	34.1	75.6
	6	976	99.6	10.9	50.8	38.3	89.1
	7	1909	99.8	30.5	33.9	35.6	69.5
	8	925	99.1	21.3	40.8	37.9	78.7
2010	3	937	98.9	15	38.4	46.6	85
	4	1894	99.8	18.9	48.4	32.7	81.1
	5	936	98.8	25.4	42.9	31.7	74.6
	6	953	98.5	14.2	50.3	35.5	85.8
	7	1976	99.9	31	34	34.9	69
	8	906	99	27.6	37.9	34.5	72.4
Writing							
2009	3	1848	98.1	25.3	28.3	46.4	74.7
	4	1839	98.2	23.2	41.1	35.6	76.8
	5	1844	98.4	22.9	36.3	40.8	77.1
	6	1938	98.6	28.2	41.1	30.7	71.8
	7	1909	98.5	25	39.1	35.9	75
	8	1862	98.1	21.9	43.1	35	78.1
2010	3	1886	98.6	20.7	33.6	45.7	79.3
	4	1902	99	20.9	39.9	39.2	79.1
	5	1884	98	21.9	36.4	41.7	78.1
	6	1906	98.7	24.4	40.3	35.3	75.6
	7	2022	98.7	28.6	45.1	26.3	71.4
	8	1869	98.8	22.8	42.5	34.7	77.2

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	1889	98.6	11.8	27.2	30.1	31	71.4	65.9	Yes	Yes
Male	939	98.2	15.3	29.9	28.8	26	64.9	60.8	N/A	N/A
Female	950	99.1	8.4	24.5	31.4	35.7	77.6	71	N/A	N/A
White	523	98.9	3.8	16.3	29.3	50.6	87.5	77.5	Yes	Yes
African American	1194	98.5	15.2	33	30.4	21.4	63.6	49.7	No	Yes
Asian/Pacific Islander	63	96.8	6.8	13.6	27.1	52.5	86.4	80.2	Yes	Yes
Hispanic	91	100	18.3	25.6	34.1	22	64.6	56.8	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	165	97.6	54.8	32.9	11	1.3	20.6	21.3	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	67	95.5	23	24.3	32.4	20.3	60.8	47.3	Yes	Yes
Subsidized meals	616	97.9	20.3	36.2	28	15.5	56.6	51.5	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	1888	98.5	15	27.7	27.7	29.6	67.7	62.3	Yes	Yes
Male	938	98	16.9	27.1	27.2	28.7	66.1	61.7	N/A	N/A
Female	950	99.1	13.3	28.3	28.1	30.4	69.3	63	N/A	N/A
White	523	98.7	4.4	15.6	25.7	54.3	87.8	75	Yes	Yes
African American	1194	98.5	20.2	34.5	28.8	16.6	58	44	No	Yes
Asian/Pacific Islander	63	96.8	3.4	3.4	22	71.2	93.2	85.5	Yes	Yes
Hispanic	90	98.9	18.5	29.6	28.4	23.5	59.3	56.7	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	165	97	59.7	28.6	8.4	3.2	20.1	22.1	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	66	93.9	19.2	27.4	21.9	31.5	65.8	52.6	Yes	Yes
Subsidized meals	615	97.6	24.8	36.1	24.8	14.3	50.8	48.1	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	1881	94.4	46.7	20.6	14.5	18.2	N/A	N/A	N/A	N/A
Male	935	93.5	46.9	19.9	12.6	20.6	N/A	N/A	N/A	N/A
Female	946	95.3	46.6	21.2	16.4	15.9	N/A	N/A	N/A	N/A
White	520	95.0	24.5	20.2	17.4	37.9	N/A	N/A	N/A	N/A
African American	1189	94.3	58.1	21.3	12.7	7.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	63	92.1	20.7	10.3	22.4	46.6	N/A	N/A	N/A	N/A
Hispanic	91	93.4	43.5	22.4	17.6	16.5	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	157	85.4	86.6	9.7	0.7	3.0	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	82	87.8	45.8	12.5	13.9	27.8	N/A	N/A	N/A	N/A
Subsidized meals	614	92.2	62.5	20.3	10.6	6.5	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	1919	98	10.9	32.4	29.8	26.9	68.2	61.8
	2010	1889	98.6	11.8	27.2	30.1	31	71.4	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	1919	98.1	16.7	27	25.2	31.1	67.6	62.7
	2010	1888	98.5	15	27.7	27.7	29.6	67.7	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate, grades K-8	97.0%	94.0%*	Yes

\* Or greater than last year  
\*\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample